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ABSTRACT

The report describes evaluation of the elementary and secondary programs which serve 158 Bergen County (NJ) severely and profoundly hard of hearing and deaf students in preschool through Grade 12. An initial section focuses on the Elementary Hearing Impaired Program (HIP). Among the program components addressed are the language development curriculum, instructional techniques, equipment, related and support services, assessment and progress reporting, REACH classes (for students with extraordinary language deficits) and sign communication, and the resource program. A second section describes the Secondary Hearing Impaired Program (SHIP) in terms of the setting, curriculum, instructional techniques, vocational and career planning, staffing, equipment, parent participation, and outreach. Noted among commendations and recommendations are the following: HIP has well defined and reasonable statements of goals and objectives which are fully supported by its staff; better audiometric information on students referred should be provided by sending school districts; the number of instructional aides in the HIP should be increased; analysis of pupil achievement records reveal that SHIP students compare most favorably to hearing impaired students in other programs; speech consultation and assessments should be provided to determine the need for voice and articulation training of selected students; and a study should be undertaken to determine whether the testing program adequately reflects the goals and objectives of the curriculum. A table with the administrative response to evaluation and appended program descriptions complete the report. (SB)

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EVALUATION OF PROGRAMS FOR THE HEARING IMPAIRED:
BERGEN COUNTY SPECIAL SERVICES SCHOOL DISTRICT

Dr. Russell G. Layden, Superintendent
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May 19, 1981

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PREFACE

The Bergen County Special Services School District, a County-wide Regional School District servicing students from Bergen, Passaic, Essex, and northern Hudson Counties in northern New Jersey has operated a program for deaf and hard of hearing for 8 years. The elementary special school and resource room program serves 86 moderately to severely and profoundly hard of hearing and deaf youngsters from ages 3-13 (grades pre-school through grade 6). The secondary comprehensive high school program serves 71 students from ages 14-20 (grades 7 through 12). The children enrolled in the programs range in severity of hearing loss, the age at which hearing loss was identified, the extent of early intervention received, the acceptance and utilization of amplification, the amount of additional perceptual/learning difficulties, the dominant language spoken at home, the inherent ability to speechread, the ability to develop communication skills, and the extent of parental acceptance and support. A detailed listing of the philosophy, goals, objectives, and Program description may be found in Appendix I.

The District has utilized a combination of a self-study and third part evaluation to take a broad and deep look at the extent to which the Program goals are being met. This Report reflects the results of the self-study and third party evaluation.

The Program for the Hearing Impaired Program
and the Secondary Hearing Impaired Program

Philosophy and Goals

The philosophy and goals of the programs which provide services to hearing impaired students in Bergen County Special Services District are the same as for students who do not have limitations of hearing. The goals of providing for the acquisition of academic knowledge and skills and providing opportunity for self actualization are coequal with the specialized goals relating to the development of language and communication skills. Both program components (HIP and SHIP) have well defined and reasonable statements of goals and objectives which are fully supported by their staffs.

Statements of goals and objectives prepared by the programs specifically treat the areas of curriculum and instruction; behavioral and social development, with attention to acceptance of and adjustment to hearing impairment, and the specialized area of language development and communication fluency.

The present student population is widely divergent in abilities and needs. The programs document their recognition of need for individualized instruction and the provision of a variety of instructional options for the HIP and SHIP students. Evidence of implementation of these process goals is observable in classrooms. This report will not document the countless outstanding features of the programs in the interest of brevity, but rather will discuss the opportunities to encourage independence in students and insure their readiness for integrated education, to improve the communication skills of students, and to enhance the articulation of the elementary and secondary instructional programs.

The skills of the instructional staffs and the leadership in both HIP and SHIP are well above average and more than sufficient to follow through in improving what are already outstanding programs as compared to similar public school programs across the nation.

Philosophy and goals must necessarily reflect the needs of the population to be served. In relationship to long range planning for curriculum and the attainment of instructional goals, the growing incidence of hearing impaired students who have secondary handicaps must be considered. The potential hearing impaired membership of the districts which send students to HIP and SHIP should be assessed so that adequate projections of probable numbers and kinds of students in the programs over the next five to seven years can be made. Will the incidence of students with secondary handicaps increase yearly in the HIP and SHIP? The size and nature of the student population will directly effect the attainability of goals and the direction of instruction, including the range and type of services to be offered.

The Office of Demographic Studies (Gallaudet College, Kendall Green, Washington, D.C. 20002) can provide the latest incidence figures from a base of population statistics of the counties involved, as well as specific demographic information it may have collected from the sending districts themselves. The Office can also offer advice and information on the most efficient ways to make such a projection. The sending districts themselves should provide adequate demographic information (and may have already done so) to the Bergen County Special Services District, including any likely or anticipated changes which might occur in the criteria they use for the selection of students to be enrolled in the HIP and SHIP.

There is observable and documented evidence of the progress of the HIP and SHIP towards realization of their philosophies and goals. Further progress will ultimately depend upon population characteristics and upon the ability of the programs and the District to maintain the present quality of service under conditions of restricted school revenues and to expand certain program aspects. This progress will continue to be a step by step process rather than one which will occur radically.

Elementary Hearing Impaired Program (HIP)

Activities of the consultants included: observations in all classrooms, including preschool and REACH; examination of written curriculum and its application in classrooms; examination of IEP goals and objectives and review of their implementation in instruction; examination of diagnostic information, assessment information and progress information; frequent meetings with the program director; meetings with individual staff members and the faculty as a whole; meetings with the speech staff and with the child study team. In addition, Dr. McGee met with the parents of HIP and SHIP students.

Curriculum: Language Development

A variety of approaches and techniques for the development of language is used in the HIP. There is a stated preference for the use, where possible, of natural language teaching as formalized by Groht (1958). This is most in evidence in the preschool classes. While elements of the Rhode Island language curriculum (Rhode Island School for the Deaf) and the Apple Tree Curriculum (Iowa School for the Deaf) are used in grades one through six, there is most consistent use of the Fitzgerald Key in each classroom. The Key is often used in schools for the deaf across the county but is less frequently used in integrated programs where children have normally hearing language models and where most of all children are binaurally amplified, permitting language learning at a somewhat faster rate and in a more natural way. The Key is also more often used with children who have language learning problems. As the recommended language curricula is developed, the use of the key should be gradually phased out.

The HIP director and staff have written a proposal for the development of a comprehensive, integrated language curriculum based on the work of Peter Blackwell and his staff (Rhode Island School for the Deaf), and surveying language curricula from selected schools and programs. Letters have already been sent requesting these materials. These curricula will provide more than enough information to permit the formulation of a continuous progress outline of steps in language acquisition from infancy to adulthood. In addition to this tool, an adequately detailed language curriculum can be formulated for students from preschool through grade 12 by building on work already done in HIP with the Rhode Island curriculum.

It is recommended that a joint language curriculum committee (HIP and SHIP) be established to work with the Rhode Island School in adapting or adopting the Rhode Island curriculum. The directors of HIP and SHIP have developed an excellent relationship with Dr. Blackwell and would be able to meet their individual program needs through the unified approach being used at the Rhode Island School. ~~The difficulties inherent in this recommendation will~~ be the need to provide extensive inservice because the full use of the Rhode Island curriculum requires considerable new learning on the part of teachers. Likewise, the provision for staff time will be required in order to form an effective cooperative curriculum committee of HIP and SHIP members.

While it may not be appropriate for third party evaluators to recommend one specific language curriculum, rather than a range of options to choose from, the Rhode Island curriculum is a natural outgrowth of the work already done by HIP and SHIP staffs and would provide closure on the development of a unifying strand for the two programs. Ample flexibility should be given the program directors to make choices about components of the curriculum which might not be appropriate or desirable for their programs. Simplification of the adopted curriculum should be a local goal. A language curriculum is most likely to improve instruction when it can be used also as an inservice document for teachers. A curriculum development effort which overloads teachers with theoretical background and linguistic history is far more expensive than one which provides a clear overview of the job to be done, sufficient detail to insure a continuous progress model, and suggestions on ways that are effective in presenting the instruction.

Development of a single, comprehensive language curriculum is a difficult task because of the time it requires for teachers and administrators alike. If its development impinges too heavily on teachers' planning time related to the ongoing instructional program, it can become a negative effort. If appropriately mounted, however, its usefulness can begin a chain reaction within the staff leading to reexamination of academic instructional materials in terms of their use of language (and the students' abilities to comprehend the language), an increase in the expectations of the students by the staff, and an increase in the quality of the student output.

The present language instruction program in the HIP is producing levels of linguistic competency in its students as measured by in advance of the national average for hearing impaired peers. This is remarkable because the majority of HIP students are profoundly deaf by audiogram,¹ and many wear only one personal hearing aid, two factors which mitigate against the rapid development of competence in English.

¹The percentage of students diagnosed as profoundly deaf in HIP and SHIP is unusually high for a public school population. The consultant's review of audiometric assessment data on students sent to Bergen County Special Services School District revealed significant inadequacies in the audiometric assessments being forwarded by the sending school districts. The number of students with functional residual hearing in both ears who wear only one hearing aid is unacceptable in a program which has competency in English as one of its primary goals. The burden of providing adequate initial assessments should fall upon the sending school districts. Adequacy includes the following: repeated testing sessions on hard-to-test individuals and the elimination of "could not test" and "untestable" statements on audiograms; full frequency pure tone testing of air and bone conduction thresholds; speech awareness testing (SAT), speech reception testing (SRT), and speech discrimination testing; impedance testing of middle ear function; aided threshold testing with SAT, SRT, and discrimination tests repeated; and narrative statements regarding hearing aid selection and fitting.

The HIP follows a basal reading program (Scott Foresman Reading Systems), with modifications made for those students who require teacher made materials and simplified language. The Bank Street Readers are also used in some cases. A summary of scores earned by the HIP students on a standardized reading test supports the efficacy of the present reading program. It should be noted that an individual's reading achievement cannot be better than his or her language development. A 1978 survey (LaSasso) of 504 programs for the hearing impaired in the United States revealed that a basal reader approach was most often used in reading instruction. The Scott Foresman Reading Systems was the most frequently used reading series. The Bank Street Readers were the next most frequently used series.

The use of a basal reader approach, as well as the use of other approaches such as individualized reading, language experience, linguistic readers, programmed readers, and packaged kits, assumes that teachers have been trained in the teaching of reading and are able to supplement or depart from the basal text in order to establish more discrete objectives according to the abilities and deficiencies of individual children. Continued staff development in Reading is recommended.

There are reading scope and sequence materials available from a variety of sources and these can be adapted easily into a continuous progress sequence as the Special Services School District develops its continuous progress sequence. As the Special Services School District develops its continuous progress curricula, the reading objectives should be adopted by the HIP program. The services of the LDTC should be available to identify those students who may need an individualized reading program and to assist in identifying appropriate methods and materials for instructing those students.

Appropriate materials and text series are in use in mathematics, science and social studies. The articulation of these curricula with the entry skills needed for a mainstream program should be reviewed if relocation of all or part of the HIP classes is anticipated. Consideration would then be given to fuller use of the curriculum and texts of the general education program of the buildings in which the classes were housed. Whether this could be done without daily access to mainstream classes and a normally hearing population is questionable. Even with the advantage of a favorable integrated setting, considerable rewriting of materials is required on the part of teachers and instructional aides. Much of the HIP instructional program is already consonant with the general education program of studies. Further refinement of the academic curriculum would also be influenced by the work done on the language curriculum as well as the upgrading of amplification equipment.

Instruction

The rapport among HIP staff and students is excellent. The teachers are consistently careful in classroom communication, seeing to it that the reception and understanding of information is verified by student response, and that accommodations are made to the variety of individual differences in the classroom. Teachers also make efforts to see that the process of classroom communication reinforces positive interpersonal, social and pragmatic considerations which aid the students in learning to communicate effectively and independently.

There is a balance between group and individual instruction, with a greater degree of one to one instruction for those who are farthest behind the group. Teachers must necessarily spend more of their time with those students whose impulse control is not age appropriate and who cannot work independently.

Factors observed which inhibit fuller individualization of instruction in the HIP are these.

1. Teachers do not have sufficient help from instructional aides (with the exception of the preschool and two REACH classes). This limitation does not provide the opportunities for more of a balance between small group and large group instruction; it curtails the amount of one to one instructional time needed for students with secondary handicaps and others; and it limits the amount of individualized materials which can be produced on a daily basis.
2. There are space limitations within several of the classrooms which preclude the establishment of learning centers, and in some cases, even enough space to work individually with a student apart from the group.
3. There is space limitation within the building itself which does not permit room for materials preparation. There is no room for establishing "hands-on" activity rooms where entire classes can go to work on projects in science, art, physical education and other activities.

The importance of sufficient space for the housing, distribution, preparation and manipulation of instructional materials and teaching devices should not be underestimated. The infusion of language development activities into all aspects of the academic curriculum requires a sufficient variety of written materials (existing and teacher made) to be available from which to match the levels of linguistic difficulty to individual students. Key concepts in the curriculum must often be rewritten to the level of the student's language if grade level performance is to be attained. Further, they must be reworked in a variety of formats which requires production room and assistance to teachers. This cannot be managed with the 30 to 40 minutes of instructional aide help currently available to the teachers.

The staff itself feels that instruction would be improved by the addition of helping teachers in the areas of reading, learning disabilities, and other secondary handicaps. However, the provision of more instructional aide time is of primary importance.

Equipment

Overhead projectors are available in each classroom. The frequency of their use depends on the ease with which transparencies can be made in the school, although teachers did seem to be using them effectively.

Group amplification equipment is used in every classroom. Approximately half the equipment consists of Telex teletrainers which are adequate state-of-the-art amplifiers. The other half is composed of desk-mounted, wire-linked units made by the Interacoustics Company. These units are obsolete and their use is problematic. While teachers make an effort to use the units, they break down with such frequency that they interfere with the instructional program. They cannot be satisfactorily refurbished or kept in repair. They have no trade-in value, little acoustic quality, and are inferior to students' personal hearing aids. They should be discarded and replaced.

The necessity for providing school amplification equipment, instead of having students use their own personal hearing aids, is related to the superior quality of the acoustic signal as well as the advantage of binaural amplification. It permits the use of a teacher microphone which makes the signal-to-noise ratio far more favorable to the student than it is with personal hearing aids. School-owned amplifiers, while not mandated by P.L. 94-142, are standard equipment in programs for the hearing impaired, both auditory/oral and total communication.

It is recommended that replacements for all the Interacoustic Company equipment be made by the newest model Telex personal FM units (loop-around-the-neck). If the staff wishes to study the merits of other than Telex equipment before making such a large investment, reference is made to a recent University of Minnesota study (Van Tasell, 1980) in which the characteristics of the five leading commercial amplifiers were studied and compared. No matter which model is chosen as best suited to the needs of the HIP, it is strongly recommended that all units be of the personal FM type (loop-around-the-neck) which are now made by most major manufacturers. In addition to the student units, every teacher and every therapist will require a teacher microphone, and company owned backup equipment should be provided to reduce down-time.

There is a range of equipment available to support instruction, too. Some science equipment, cooking equipment, and "shop" equipment was observed. Over all, the HIP seems relatively poorly equipped. Although it is recognized that amplification equipment is costly, and undoubtedly represents a major equipment expenditure. It must be recalled, however, that the HIP provides a comprehensive curriculum and that many of the students may go on to educational settings in which they participate with hearing students. Their education experiences in this segregated setting should exceed, or at the least, equal, those of their hearing peers. For this reason consideration should be given to improving the range, quantity, and quality of equipment which supports instruction. As an example, science materials seem to be scarce, as do maps and other materials related to social studies.

Related and Support Services

The principal related service provided to HIP students is speech therapy. All therapists follow the auditorily based speech program developed by Ling (1976), which is sequential, continuous, and assessment based. This program is widely held to be the method of current best-practice.

Students are seen individually for speech therapy at a maximum of three times per week. Therapists are also responsible for the coordination of certain language curriculum activities, they coordinate the music program (because of its curricular relationship to speech production in the hearing impaired), and they are responsible for the care and maintenance of the amplification equipment.

Recommendations for ways in which the speech program can be improved relate to providing more speech therapy time for certain students as well as more fully implementing Ling's program of therapy.

1. Each therapist should have her own teacher microphone for full time use with students. This is essential to the operation of an adequate speech program.

2. Therapists' responsibility for amplification management is appropriate under present circumstances. If staffing changes are made this function could be reassigned to an Educational Audiologist.
3. A sufficient number of cassette-tape recorders should be available for the making of tapes to send home to parents. This requires increasing the available time for therapists to make the tapes. In some cases, recorders will have to be loaned to parents who cannot obtain their own.

There is an excellent working relationship among the speech therapists and the classroom teachers. Feedback regarding individual student progress is provided in regularly scheduled conferences between therapist and teacher. Therapists' schedules can be modified in the future to permit more time for making tapes and contacting parents, there will be a beneficial effect on the speech program. The addition of new amplification equipment and a concerted effort to have more students binaurally amplified² will greatly enhance the results of the program.

Physical education, adaptive physical education, and art instruction are provided by half-time specialists. The observation of classes in these curriculum areas was rewarding for the specialists worked most effectively with the students.

Assessment and Progress Reporting

The HIP uses a variety of assessment techniques in its pupil progress monitoring program. The tests and measures are used to track individual progress over time as well as in reporting to parents. The Stanford Achievement Test (revised for hearing impaired students) is used to assess annual achievement in basic academic subjects. It should be noted that the adaptations made for hearing impaired students involve only the arrangement of the test parts. No simplification of language or reduction of content is involved, so that the test is essentially that given to hearing students. This test is given annually in hundreds of schools and classes for the hearing impaired across the county. Performance data on thousands of hearing impaired students are collected annually by the Office of Demographic Studies and are made available to local programs for comparison. A complete discussion of HIP performance data in comparison to national norms has been developed by the program director. Summaries and charts of the data show the favorable position of HIP students in comparison to the achievement levels of their hearing impaired peers across the nation.

²The cost of providing binaural personal hearing aids is prohibitive for some families. Free hearing aids are available through departments of health for families which qualify. For those which do not qualify, private groups, such as the Lions Clubs International, are generous in their funding of hearing aid purchases.

Testing of language development is made using tests and techniques designed to assess vocabulary growth (Stanford and Metropolitan Achievement Tests) and syntactic development (Developmental Syntax Scoring and Test of Syntactic Abilities). Language samples are taken from individual students on a routine basis. These are analyzed for growth by comparison with previous language samples. Monitoring of therapeutic progress is made via speech assessments which are built into the Ling speech program; a variety of auditory skills development tests, including the Test of Auditory Comprehension; and the Craig Lipreading Inventory. The results are systematically charted and reviewed. It would be worthwhile to conduct a study to ensure that curriculum and testing objectives match.

In relation to the time and effort involved in the present testing program, the staff may wish to evaluate the appropriateness to HIP of the Moog scales of language analysis developed at the Central Institute for the Deaf.

The Metropolitan Achievement Test is used for academic assessment of primary age students, and the Stanford Achievement Test (hearing impaired edition) is used for upper elementary students. Teacher made tests are supplementary. If the decision is taken to relocate the program in an environment which permits mainstreaming, the gradual adoption of within-curriculum tests found in the various general education series would be desirable.

REACH Classes and Sign Communication

The two REACH classes serve students with extraordinary language deficits compared to their hearing impaired peers. There is wide variation in the reasons for their difficulties in learning English. In an effort to improve their educational program, the Reach Classes were established in September, 1980. Students in the REACH classes are taught using manual English, a system of communication which employs signs and fingerspelling borrowed from American Sign Language, and used simultaneously with spoken English. Some of the students are delayed in the acquisition of English simply because of their deafness, while others have language learning problems which cannot be accounted for solely on the basis of hearing loss.

The size and staffing of these classes is appropriate. Teachers and students interact and communicate well with each other. The most immediate benefit in improving the instructional program for these students would be realized by increasing classroom space to allow for more hands-on teaching strategies. There needs to be sufficient space to set up learning centers and interest tables. The REACH teachers have a good grasp of the students' needs and understand how to modify and individualize their work. The resources to do this need to be provided.

There will be a continuing need for classes like REACH. One way to view long range planning for these classes is that over a period of years, they will evolve into a separate track at the elementary level. This possibility should be considered in planning possible relocation of HIP.

The maintenance of two tracks, preferably with each in its own facility, may seem unrealistic in light of likely budget reductions which public schools anticipate over the next few years. Nevertheless, the characteristics of the hearing impaired population reflect these needs. While planning for hearing impaired students cannot be done on the basis of degrees of hearing loss, because there is considerable overlap of categories, the following generalizations are helpful. Students with:

1. MILD and MODERATE degrees of hearing loss can be served in general education classes assuming they have been identified early, are appropriately amplified, and have adequate support from specialists (usually itinerant teachers of the hearing impaired).
2. SEVERE degrees of hearing loss can often be served in general education classes if they have had the advantages of early training and optimum amplification. They are just as often served in special classes with partial mainstreaming, due to a variety of circumstances which require intensive habilitation efforts in areas of deficit.
3. PROFOUND degrees of hearing loss are typically served in selfcontained classes, although not invariably. The student who is profoundly deaf by audiogram may be sufficiently amplified so that he or she can function auditorily as a student with a moderate or moderate-to-severe hearing loss. Profoundly hearing impaired students who were identified late (after two years of age), who did not have the advantage of early training which developed their residual hearing, are typically placed in classes where manual English is employed. This is because their potential for learning English through the ear and eye combined is limited due to non-functional residual hearing. In other cases, a child who has grown up in a signing environment regardless of degree of hearing loss may have parents who will request that signing be continued as the preferred mode of communication at school. In still other cases, some children of deaf parents will have learned the American Sign Language as their first, and perhaps only, language. Manual English then becomes the vehicle through which the children are taught English.

The necessity of a strong auditory/oral program is obvious in terms of the typical hearing impaired population found in public school programs. Well over 80% of such populations are not profoundly deaf by audiogram, and can have sufficient use of residual hearing to be able to learn English more naturally through the ear and eye combined and at a faster rate than their profoundly deaf counterparts. Among the sub-group of profoundly deaf students are some whose residual hearing and speech reading abilities enable them to learn in an auditory/oral program. The remainder of the group will need the benefit of a manual English program which combines English word-order signing with spoken English. It would seem to follow logically that deaf children of deaf parents would all be candidates for a manual English program. However, some deaf parents prefer an auditory/oral program for their children in order that they receive the speech stimulation they may be missing at home, while other deaf parents want their children in manual English programs in order to maximize the communication foundation which has been established at home. These variables are all significant in offering truly individualized education to hearing impaired students.

Resource Program

Dr. McGee wishes especially to thank Dr. Don Maiocco, principal of the Ridge School in Ridgewood, for sharing his time, his thoughtful perspective, and his creative ideas regarding the hearing impaired students at Ridgewood. This program is a model of implementation of the concept of least restrictive environment for hearing impaired students. All students in the program are appropriately placed and are learning at an appropriate rate in the general education classes. The therapeutic and tutorial support provided by the resource teacher is excellent in scope and quality. It is recommended that speech therapy be provided to the students.

The program could be enhanced by the provision of personal FM amplifiers for each student and microphones for each general education teacher who has a hearing impaired student.

If the decision is taken to investigate the advantages of relocating the HIP, the possibility of moving those HIP students who are closest to grade level, and who need integrated experiences as a transition to part-time or full-time mainstreaming, should be considered in terms of the Ridgewood School. This would require that some self-contained teachers be located in the school with the goal of becoming "semi-self-contained" teachers as integration into general education classes is gradually achieved.

However, the benefits derived from unifying HIP and SHIP in a single school district should also be considered. Since SHIP seems to run so well in Midland Park, it is recommended that the District explore the advantages and possibilities of Midland Park hosting the HIP Program. There are several arrangements which might be considered. First, should Midland Park have an elementary school of appropriate size available, HIP might remain in its present form, and simply move to Midland Park. Second and more desirable, Midland Park might agree to distribute HIP classes among its three elementary schools. This arrangement, while more complex administratively, offers the benefits of making integrated programming easier to achieve.

Secondary Hearing Impaired Program

SHIP

Activities of the consultants included: observation of hearing impaired students in a variety of mainstream classes; observations in many classes taught by teachers of the hearing impaired; examination of a sample of student records and IEP's; review of diagnostic information and assessment and pupil progress information; examination of specialized curricula being developed; frequent meetings with the program director; meetings with individual staff members and the faculty as a whole; meetings with the support staff; informal interviews with individual general education teachers; and meetings of Dr. McGee with parents.

The Setting: Midland Park High School

The SHIP is ideally located in its present setting, a school of approximately 700 students. The relatively small size of the student body offers great advantages to the hearing impaired student by being meaningfully integrated into general education classes, making friends, learning the "system" and getting personalized attention from the general education faculty. Space and facilities for the SHIP are adequate, including the classroom space allocated to teachers of the hearing impaired.

The favorable size of the student body could offer even more advantages to hearing impaired students if the elementary program (HIP) could be located in a school or schools which are feeder schools for Midland Park High School. Over time, this would result in hearing impaired students being maximally socially integrated as well as academically integrated. There could also be advantages in the development of the student "para-professional" program for interpreting, as general education students would come to Midland Park with a familiarity with deafness. The very positive acceptance of the SHIP by Mr. Siemsen, principal, and his staff is one of several examples of the quality of the environment afforded to hearing impaired students at Midland Park.

Curriculum

All general education offerings of Midland Park are open to SHIP students. The degree of participation in mainstream academic and nonacademic subjects is exemplary. This is made possible by well managed support services which permit students to take advantage of the least restrictive environment.

In addition to the full range of mainstream academics, specialized and adapted curricula are in use and others are in the process of development. One example of a specialized offering is the communication skills curriculum, a well designed and creatively implemented course which is of great benefit to hearing impaired students. An example of an adapted curriculum is the History strand, which parallels the History offerings of MPHS.

The majority of SHIP students take part of their subjects in the general education classroom. For those who cannot manage a subject in the mainstream, even with the support of an interpreter, teachers of the hearing impaired offer several academic subjects in self contained classes. For this reason, adaptations of the general education curriculum, stated in objective terms, have been made in the areas of earth science, physical science, biology, applied

mathematics, world history, U.S. history, consumer education, career development and grammar.

Teachers of the hearing impaired follow the same course objectives as the general education teachers. Modifications and expansions of the career development curriculum are currently being made, as well as the exploration of a new literature curriculum. These are very appropriate directions for the next phase of curriculum development. The existing curriculum, and that which is under development or in a planning phase, articulates well with the requirements of post-secondary programs for the hearing impaired. The director and staff have made a variety of contacts with such programs and are building a solid foundation of educational offerings which will widen the post-secondary options open to SHIP students after graduation.

The specialized communication skills classes developed for SHIP students represent a unique curricular offering for hearing impaired individuals. Taught by teachers of the hearing impaired, the communication skills curriculum trains students in the pragmatics of communication. Emphasis is on effective communication in pairs and small groups, providing students with experience and training in the conventions of formal and informal interaction. There is consistent analysis of individual performances in groups; presentation of ideas in a logical, constructive manner which listeners can understand; practice in remembering and restating the ideas expressed by others; the teaching of strategies for making oneself understood in a variety of communication situations; and the presentation of techniques for self evaluation. The value of this course reaches into all areas of the student's life. It develops the student's confidence and provides invaluable experience in communicating effectively with hearing and hearing impaired individuals alike. This curriculum is under ongoing revisions and expansion and will likely develop into a product which will be of interest and value to similar programs across the country.

There is a positive, constructive attitude towards communication in the SHIP which is supported by the communication skills curriculum. In all classes observed, there was an emphasis on students using the form of communication which was most likely to be understood by the listener(s). Students are free to use their preferred mode of communication as long as the needs of the listener are taken into account. The array of support services available to SHIP students offers flexibility not only in meeting an individual's unique communication needs, but also in providing the security to a student that he or she is not alone in the mainstream.

In the future, the communication skills curriculum might be enhanced by the provision of speech consultation to the students and teachers in the classes. An assessment should be made of voice and articulation problems which could be helped through consultations with the teachers and spaced periods of block therapy. Although this might be accomplished through existing staff, consideration should be given to the need for additional staff in order to accomplish these objectives.

Instruction

One important aspect of the mainstream support system which was observed was the close articulation of support personnel and teachers in the mainstream. much preteaching and tutorial follow up was in evidence on the part of nearly

all staff. This is a crucial feature of the support system without which there would be a significantly greater degree of self contained teaching of SHIP students.

All instruction in self contained classes observed was appropriately aimed at support and follow through of the general education curriculum. Goals and objectives were presented in language which the students could understand, and they were individualized. Suitable visual aids were present in the classrooms and teachers appeared able to concretize the information for students who were unable to grasp the material solely from the abstract language of the general education classroom.

General education teachers appear to be comfortable with hearing impaired students and interpreters in their class rooms. Some teachers work directly with the hearing impaired student while others prefer to interact through the interpreter. In one math class, for example, the general education teacher worked directly with two hearing impaired students while the interpreter, under the supervision of the teacher, worked with hearing members of the class. For the lesson being taught, this was the best way to arrange the teaching and is a good example of the flexibility which can be achieved through close cooperation and good relationships among the special and general staffs and as a result of adequate inservice training. In this particular situation the students themselves were as comfortable with the general education teacher as they were with the specialist. This is an achievement to be emulated.

The instructional program for SHIP students is enhanced by the positive give and take among general education teachers and the special staff. Many instances of informal and formal exchanges among staff members were observed. These exchanges typically related to information about individual students, their scheduling, their needs, their homework assignments, and so forth. The quantity and quality of these exchanges indicated that there is a daily "inservice" occurring in the program as well as through scheduled staff development.

The consultants were left with a general impression that SHIP does a good job at programming for individuals so that they are challenged, not overwhelmed; are integrated with success, not struggling to survive in the mainstream; and are personally and socially stimulated to strive towards achievement.

Assessment of student progress is done within the general education curriculum as well as by specialized tests given by the SHIP staff. As is true in the HIP, the SHIP students as a group score significantly above the national norms for hearing impaired students on the Stanford. It would be worthwhile to conduct a study to ensure that curriculum and testing objectives match.

Vocational and Career Planning

A significant aspect of secondary education is career and vocational education. In addition to the offerings already in place at Midland Park, a specialized career education strand is being developed for the hearing impaired students. Direct instruction in career education was observed in the special classrooms, with appropriate materials and visual aids in use. The strand will be further elaborated and revised on the basis of career education curricula and materials now being completed at the Model Secondary School for the Deaf (Washington, D.C.), an institution mandated by law to develop exemplary curriculum specifically for hearing impaired students in the United States. Appropriate contacts have been made with the institution by the SHIP counselor and director. There is also an excellent ongoing relationship with the National Technical Institute for

Deaf where materials of superior quality are being produced and shared with the SHIP. Contacts are also being made with all post-secondary programs for the deaf which are included in the Regional Education Program of the U.S. Office of Special Education to gain input regarding preparation requirements for entrance into these programs. Overall, the SHIP is moving ahead at a realistic pace in the full development of its specialized career offerings.

The vocational education program projected for September, 1981 will be a step forward in addressing the needs of hearing impaired students for whom an entirely academic program is not suitable. This will necessarily be a slowly developing program. Programs of this type must utilize existing capital resources, since specialized facilities cannot be constructed for small populations. Even with excellent facilities, it is often difficult to configure services appropriately for hearing impaired students. The vocationally oriented hearing impaired student typically has a scattered achievement and ability profile, requiring practical, hands-on training which will develop employment skills for today's market, as well as requiring academic training in certain areas. Developing a balanced program for each individual can be extremely difficult. One of the greatest benefits of a vocational program to hearing impaired students is the capability of providing on-the-job work experience (work-release program) as a part of the program. In addition to the practical experience of gaining job skills, the hearing impaired student benefits by learning routines of the workplace, learning the unwritten requirements of job performance, learning the many details of working which he or she misses because of communication impairment, learning the fine distinctions among peer, management and customer relations, and having the opportunity to make mistakes and learn from them. The difficulty in providing this component of a vocational program is that it requires considerable staff time and resources. Also, it can only be developed over time as relationships with community businesses and agencies are sought out and developed.

An additional problem to be addressed in the development of a vocational program is the choice of offerings. It is important that students not be trained for jobs which will not exist in the future, or to develop skills which will have no value to them. Only a few years ago, for example, most deaf males who attended residential schools were trained in the operation on linotype machines. A high percentage of printers were deaf. Today, computer operated composers and presses have made such training obsolete.

If circumstances permit, it would be helpful for a representative of SHIP to make site visits to selected post-secondary vocational institutions for the deaf, such as the St. Paul Technical-Vocational Institute, the California State University at Northridge, Seattle Community College, and Delgado Vocational Technical Junior College. These institutions represent some of the best post-secondary opportunities for deaf students who are vocationally oriented and are not able to attend colleges, universities, or other business and technical schools. Forming a sharing relationship with one or more of these institutions could have a long range benefit in the development of a good vocational program for SHIP students.

In light of the number of SHIP students, a strong relationship with the local vocational rehabilitation office should be formed, which goes beyond the customary referral process. In some residential schools, for example, the vocational rehabilitation counselor actually has an office in the school and sees school clients on site. While this might not be an arrangement SHIP would

seek, it could explore the possibility of a certain commitment of time devoted exclusively to SHIP students under some other arrangement.

Staffing

There is a favorable teacher-student ratio in the SHIP. Staff utilization is well thoughtout and is effective in serving the wide variety of individual student needs. Teachers of the hearing impaired supplement the interpreting program as their schedules permit. The sign language training program for hearing students has an excellent start and may eventually help to reduce interpreting costs, although not significantly, as students are trained who can act as volunteer interpreters in nonacademic situations.

The counselor serves an invaluable function, providing individual and small group counseling as well as spearheading career education research and development, and implementing family education. There is a good relationship with the Midland Park guidance department, and hearing impaired students are encouraged to use the services of the Midland Park counselor when appropriate. The position of the specialized counselor seems indispensable to the quality of the program.

The position of communication specialist has permitted the development of the communication skills classes already discussed. This person wears several hats and is uniquely valuable to the program because of background of experience and training. This position will be likely to evolve and change over time as the needs of various sub-populations of the SHIP students surface. The implementation of the present communication skills curriculum is uniform across classes and yet has built in flexibility to address group and individual goals and objectives. The communication specialist also plays an important role in student assessment and as a liaison with the general education faculty.

The absence of formalized voice and articulation therapy should be addressed in the future. Rather than establishing a new position for a speech therapist, the following plan might be tried. First, survey the SHIP students for need. This could be done by scheduling a speech therapist for a block of time (perhaps two weeks) to do individual assessments of the SHIP students using a test such as the Templin-Darley Tests of Articulation. When the assessments are completed, the therapist could interpret the needs to staff members. A creative model of service delivery might then be constructed, with the therapist training existing staff to work with selected students on specific targets. Perhaps students who volunteer to sign up for speech therapy should be the ones served on a regular basis. Self-motivation for speech improvement is the primary determinant of success among secondary age students who have already formed their habitual speaking patterns. A therapist might also work as a consultant to the communication skills teachers to help them construct speech improvement activities for students who wish them. This could work well with voice production and modulation tasks, where the classroom teacher can effectively provide feedback and suggestions to the individual student rather than attempting to provide articulation therapy. There will be some students for whom articulation therapy from a speech therapist will be appropriate.

Staff development activities are regularly scheduled for both the special and general education teachers. The organizational structure itself provides many daily opportunities for exchange of information among teachers and support

staff. There is now and should continue to be an ongoing focus on providing information to general education teachers on the use of interpreters in the classroom. Variations in teaching styles and interpreter experience and background produce unique needs and situations which can be addressed on a case by case basis if there is a common understanding among those involved. Other areas for emphasis should include the study of post-secondary opportunities for the hearing impaired and the need for staff development in the curricular areas which grow out of the joint HIP and SHIP curriculum development efforts.

Equipment

As a part of the proposal to upgrade amplification equipment, a survey of SHIP students should be made to determine which students might profit from the use of personal FM systems in the regular classroom. As in the HIP, a large number of SHIP students wear only one hearing aid. Since many of these students have usable residual hearing, binaural amplification used in conjunction with a teacher microphone could ease the communication burden in the classroom. For some individuals, this might even obviate the need for an interpreter at all times. It is not recommended that FM units be provided for every SHIP student. Rather, a pilot project should be developed for individuals who have been assessed using Ling's five-sound auditory reception scheme, as well as on speech reception and speech discrimination tests. Students' reactions after using the equipment for one to two months would indicate the efficacy of the pilot. It should be noted that secondary age students can be extremely resistive to wearing amplification devices which are larger than their own hearing aids. Therefore, participation in the pilot should be on a voluntary basis.

One of the goals for the support services aspect of the SHIP should be the acquisition of an electronic test box (output and harmonic analyzer) for the assessment of adequate operation of student owned hearing aids and any amplification equipment owned by the program. Hearing impaired students are frequently unaware of malfunctions in their hearing aids. A test box permits the rapid diagnosis of problems and it can be quickly determined if an aid is functioning within manufacturer specifications, if it needs a minor repair, if it needs to go to the local hearing aid dealer, or if it needs to be sent back to the factory. The incidence of hearing aid malfunctions is so high that it is difficult to keep students properly amplified without an on-site test box. An appropriate staff member might be trained by an audiologist to perform this function as well as to troubleshoot amplification problems which arise on a daily basis.

Parent Participation and Outreach

The involvement of parents individually and as a group is critical to the success of any program for the hearing impaired. In many cases, the needs of the student cannot be adequately addressed without a consideration of the needs and situation of the parents. Parental involvement must necessarily be different at elementary and secondary levels. However, the cohesive support of programs by parents is likely to be even more important in the future than it is now.

It is suggested that the present parent organization be approached to explore ways in which the group can be differentiated to meet the needs of parents as well as of the HIP and SHIP. The most obvious differentiation would be to separate the two groups so that each group could become more involved with the program aspects which are specific to its own children. Parents would be free to attend both group meetings if they wished. The result would be a HIP

parent group and a SHIP parent group. Perhaps one meeting a year could involve the combined group, but the rest of the meetings should be separate. It would be helpful if the director of each program could be an ex officio member of the board of directors of the appropriate parent group.

A SHIP parent group could offer much help in making outreach contacts with community organizations and businesses of various kinds and for various purposes. There are several service organizations which are willing to provide tangible help to programs for hearing impaired students. This can take the form of purchasing hearing aids for students who cannot afford them, providing funds for projects which cannot be funded through the schools, providing field trip sites for career and vocational education, providing support to parents and students who are having life crises, providing technical assistance in a variety of areas, and alerting the community to the presence and purpose of the educational program. The Board of Education should also be aware that it can and must play an active role in advocating and developing a network of community relationships which will help to meet the above mentioned objectives.

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SPECIAL SERVICES SCHOOL DISTRICT OF BERGEN COUNTY
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The following commendations and recommendations reflect the observations made in the body of this report. The consultants recognize the responsibility to identify needs and not the solutions to needs, since solutions are wholly the province of the school district. However, in some cases the solution most clearly expresses the need. Readers of the report should bear in mind that the school district has varieties of alternatives to consider regarding each need area. The consultants' recommendation for a particular service, item, or person which impacts on budget must be considered as a third party perspective which may or may not be consonant with the school district's long range goals nor even appropriate within the confines of existing and future budgets.

Commendations- HIP

- I. The Hearing Impaired Program (HIP) has well-defined and reasonable statements of goals and objectives which are fully supported by its staff.
 - A) The goals of providing for the mastery of academic knowledge and skills are given equal weight to the goals relating to the development of language and communication skills.
 - B) When the program is observed, there is ample evidence that its philosophy and goals guide program development and implementation.

II.—The HIP is to be complimented for initiating the REACH program.

III. The HIP has developed an excellent system for monitoring pupil progress in development of language and communication skills as well as in academic areas.

- A) Analysis of pupil progress in these areas reveal that HIP students achieve consistently at high levels.

- B) Observation of classroom activities was most rewarding. Teachers were uniformly well-prepared, and the caliber of instruction was excellent. The lessons they were teaching were consistent with the functional level of the classes and directly related to IEPs. The Board can be proud of the quality of instruction available to hearing impaired students in Bergen County.

Recommendations-HIP

1. The feasibility of relocating the HIP should be examined. Its relocation should occur if the following conditions can be met:
 - a. Opportunities for integration are enhanced for those students who have the potential for working in the mainstream.
 - b. More adequate space for instruction is provided.
 - c. Greater differentiation of academic groups is made possible.
 - d. Better coordination between HIP and SHIP can be achieved.
2. The Hearing Impaired Program should be supplied with sufficient numbers of personal FM systems to replace all old amplification equipment. A sufficient number of teacher microphones should be purchased so that HIP teachers, appropriate support personnel, and general education teachers who have mainstreamed students can use the FM systems.
3. Better audiometric information on students referred to the Bergen County Special Services School District should be provided by sending school districts. The District's administrators, including those of the HIP and SHIP programs, should emphasize this to county and local special education coordinators. Local Child Study Teams should be educated to the importance of binaural amplification as a prerequisite to optimum education, and to the importance of providing education to hearing impaired infants and young children.
4. The provision of a school based educational audiologist will produce significant long range and short term benefits for the HIP. The audiologist, who should be dually certified as an audiologist (by the American Speech-Hearing-Language Association) and as a teacher of the hearing impaired, would have primary responsibilities in these areas:
 - a. Management of all amplification equipment.
 - b. Ongoing training of staff in amplification, management of hearing aids, and implementation of the auditory habilitation program.
 - c. Monitoring and testing of students who are not properly amplified or who have complex hearing problems.
 - d. Close support of the parent/infant and preschool programs to maximize the development of residual hearing during these critical years.
 - e. Provide on-site testing of middle ear function of all HIP students on a regular basis.

- f. Act as consultant to other program components.

The availability of testing facilities in the multi-handicapped program is a great asset which could be utilized by the audiologist for HIP students who need frequent testing, but the audiologist could not be expected to do clinical testing on a regular basis. His or her skills would be needed primarily in the school program not in the testing booth.

5. The number of instructional aides in the HIP should be increased. Additional aides are necessary in order to provide a more appropriate degree of individualized instruction.
6. Curriculum development activities should continue in the direction of refining general education grade level objectives. If some HIP classes are relocated in general education sites, there should be a gradual adoption of general education texts and materials insofar as possible to facilitate integration. Students should also be gradually introduced to general education tests and within-text unit tests. The HIP staff who are involved in curriculum development should be encouraged to rely on appropriate areas in the District-wide continuous progress curriculum development effort, and should concentrate their efforts on the modifications and adaptations necessary for hearing impaired students.

The HIP and SHIP programs should work together to develop a unified language curriculum. Staff released-time may be required to support this activity. As the language curriculum is developed, the Fitzgerald Key should be phased out.

7. An assessment of need for more instructional equipment should be conducted.
8. Certain students in the HIP may require individualized instruction and/or more speech therapy services
- A) The LDTC should be involved in identifying those students who require an individualized reading program, and should assist in selecting appropriate methods and materials for instruction.
- B) The speech therapists should identify those students in need of more speech therapy time and should adjust their schedules to make this possible
- C) Speech therapists should make audio-tapes to send home to parents of the HIP students. This will permit better carry-over of the goals of therapy.

The Secondary Hearing Impaired Program

The conceptual framework under which SHIP students are served is a good one. Hearing impaired students are actively involved in individualized education in the least restrictive environment for them. Students have the opportunity for social interaction with hearing impaired and hearing peers according to their own preferences and interests. Both mainstream and self contained offerings are of good quality and are made fully available to the students through the close cooperation of staffs and a well planned system of support services.

The following recommendations include those which could be implemented immediately, as well as those which can only occur over time as the program develops further.

Commendations

1. SHIP is a fine example of integrated programming for hearing impaired students. The Board should seek to publicize this program in order to further community support of it, and should support staff efforts to disseminate information about the program in appropriate professional meetings and related forums.
2. The Board of Education of Midland Park, the District Administrators, and the High School Staff are to be commended for their invaluable contributions to SHIP.
3. The SHIP administrator apparently has provided strong leadership in the development of pupil monitoring systems and adapted curricula. He apparently also provides excellent direction and guidance to SHIP staff members and to students, who obviously feel free to come to him for advice as needed.
4. Analysis of pupil achievement records reveals that SHIP students compare most favorably to hearing impaired students in other programs.

Recommendations

1. Establish a planning liaison with the HIP for the development of (a) a language strand, parts of which are already in place, which serves both programs, (b) a common academic curriculum based on the general education program of studies, depending in part on the relocation of HIP into a feeder school, and (c) an approach for differentiating the parent groups.
2. Provide speech consultation and assessments to determine the need for voice and articulation training of selected students.
3. Investigate the need for school owned amplification equipment and a staff troubleshooter for electronic equipment maintenance and diagnostics.
4. For staff and parent education, project the percentages of students who upon graduation will be eligible for (a) regular college of university, (b) a college for the deaf, (c) the National Technical Institute for the Deaf, (d) a post-secondary technical-vocational program, and (e) employment without further training.
5. The excellent adapted curricula, written by SHIP personnel should be made available to other District programs serving secondary-aged students of average intelligence, i.e., Program VI and III.
6. A study should be undertaken to determine whether the testing program adequately reflects the goals and objectives of the curriculum.
7. Plan for an eventual work-study program as part of the vocational program.
8. Attention should be given to ongoing reading instruction in the various content areas of the curriculum.

**Administrative Response to Evaluation of the
Programs for Hearing Impaired**

Recommendations	Action Already Completed	Action In Process	Action Not To Be Completed
(1) If possible, relocate HIP programs to Midland Park or Midland Park feeders.....			X
(2) Increase amplification equipment for HIP, HIP resource, and provide staff technical troubleshooter.....		X	
(3) Assess SHIP student needs for increased amplification equipment (purchase electronic test box).....		X	
(4) Improve LEA audiometric information provided.		X	
(5) Provide an educational audiologist for elementary and secondary only.....			
(6) Increase number of HIP aides to increase individualization.....		X	
(7) Jointly develop a unified language curriculum for HIP and SHIP based primarily on simplification of the Rhode Island curriculum.....		X	
(8) Plan articulated HIP/SHIP common academic general education curriculum.....		X	
29 (9) HIP curriculum developers should consider district-wide curriculum objectives and make adaptations where necessary for HIP youngsters.....	X		30
(10) Mount public information campaign regarding early identification and intervention of very young HI youngsters. This could be coordinated with long range planning efforts.		X	
(11) Plan for work-study vocational component for SHIP.....		X	
(12) Differentiate HIP and SHIP parent groups....		X	

Recommendations	Status Already Completed	In Process	Not To Be Completed
(13) Provide SHIP speech consultation and assessments to determine need for voice and articulation training.....		X	
(14) Develop projections for post-secondary needs and concomitant staff and parent education..	X		
(15) If possible, make site visits to post-secondary sites.....		X	
(16) Develop a strong relationship with DVR.....		X	
(17) Publicize program and disseminate SHIP information.....		X	
(18) The LDTC for HIP should identify those students who may need an individualized reading program and to assist in identifying appropriate methods and materials for instruction.		X	
(19) Review HIP space limitations and its limiting effect on instruction.....		X	
(20) Increase speech therapy time for certain HIP students.....		X	
(21) Speech therapist should make tapes to send home to HIP parents.....			X
(22) Speech therapists may wish to evaluate the appropriateness to HIP of the many scales of language analysis.....	X		
(23) As the recommended language curriculum is developed, the use of the Fitzgerald Key should be gradually phased out in HIP.....	X		
(24) Increase REACH class space in HIP.....		X	
(25) Over years, the REACH program should become a separate track.....		X	

Recommendations	Status Already Completed	In Process	Not To Be Completed
(26) Parent groups ought to make outreach contacts with community organization and business.....		X	
(27) Board should advocate and develop network of community relationships to obtain support for programs and students.....		X	
(28) The use of the MBS should be strongly encouraged of all hearing impaired students wherever the students goals and objectives follow the general education goals and objectives...		X	
(29) A study should be undertaken to make sure that such tests as the MBS, the Stanford, the Metropolitan and the TSA, test all curricular components so that we make sure that curriculum and testing are aimed at the same objectives.....			X
(30) Continued HIP staff development in Reading is recommended.....		X	
(31) Reading in SHIP will be infused into other curriculum areas.....		X	
33			34

APPENDIX I
PROGRAM DESCRIPTIONS

ELEMENTARY PROGRAM FOR THE HEARING IMPAIRED

The Special Services School District of Bergen County--Program for the Hearing Impaired is a program devoted to the auditory-oral mode of instruction. The purpose of this program is to develop the hearing impaired child to his fullest potential by providing opportunities and experiences in all areas of growth through individualized and appropriate instructional and educational techniques. The aim is to develop receptive and expressive language through the building of reading and writing skills, intelligible speech, speech reading skills and maximal use of residual hearing.

We are interested in the child's social development, personal attitudes and participation in the economic, cultural and recreational aspects of life, as well as in his academic growth. An important emphasis of the program is the development of the child's self-concept - an integral part of which is a healthy adjustment and understanding of his hearing loss.

The Program for the Hearing Impaired provides an academic program geared to the specific needs of the individual hearing impaired child. The educational program incorporates all the academic subjects of the regular school program as well as speech and language therapy and special subjects such as physical education, art, eurythmics, home economics and industrial arts.

The principal aim of the educational program is the acquisition of language. Without it, the hearing impaired child is isolated and functions at a sub-normal level. With language, he is able to develop to his fullest potential and thereby achieve full participation in society at large. The hearing impaired child must be able to assume a meaningful role in the hearing world.

The language program is based on the Natural Language approach, which emphasizes that language is best learned by supplying it to children in the situations in which they have need for it. It requires the teacher to create situations which provide many and varied exercises with specific principles of language involved. It focuses on the child and concerns itself with motivating him to use language to express his needs, desires, and experiences.

The Fitzgerald Key is also used in the teaching of language. It assists "natural" language development by aiding the child to further develop his power of reasoning, judgment, and discrimination about language by means of a set of Key words and symbols which is designed to provide a greater degree of comprehension, flexibility, and possibility for self-correction. We also apply the transformational grammar principles as outlined in the Rhode Island School for the Deaf's Language Curriculum and our hierarchy of language skills as we perceive them in our hearing impaired students.

Although each student receives a minimum of five class periods per week devoted to developing the formal aspects of the child's language system, attention to the building of vocabulary and language understanding pervades every single learning activity throughout the child's school day.

Our speech program is another integral part of the curriculum. Speech is taught to the hearing-impaired child to provide a means of intelligible oral communication, and to develop competency, independence and responsibility in usage. The multi-sensory approach is used with the Northampton Consonant and Vowel Charts as the phonetic symbols. Thorndike markings are used with the older children. Each child receives at least five periods of individual or small group speech lessons per week. In addition, students receive intensive speech work by a speech therapist. A primary objective of the speech program is to develop better speech approximations and use of supra-segmental features of speech, and improved use of audition and speechreading skills.

The Program for the Hearing Impaired serves children 3-13 whose primary deficit is hearing impairment. This regional program receives children from Bergen, Passaic, Hudson, and Essex Counties. Presently, the Program is located in New Milford and Ridgewood, with 86 students enrolled in self-contained classes and Resource Rooms.

The Program is administered by a Director who reports directly to the Superintendent and Assistant Superintendent of the Bergen County Special Services School District. The Director is responsible for the supervision of the Program and staff, program development and curriculum, educational planning and professional growth, reporting procedures, and parent involvement and participation.

There are currently full-time and part-time staff members. All teachers are certified teachers of the hearing impaired. In addition to our classroom teachers, our staff includes 3 1/2 speech therapists; a nurse, art, physical education, and eurythmics teachers; teacher aides; and the services of the Child Study Team.

The student population is classified as "hearing impaired." This term covers a wide range of variables which make each child's learning potential and performance vastly different. The severity of the hearing loss, the age at which the hearing loss was identified, the early intervention received, the acceptance and utilization of amplification, the presence of additional perceptual/learning difficulties, the dominant language spoken at home, the inherent ability to speechread, the ability to develop communication skills, and parental acceptance and support are a few of the prime factors. It is important to note that these factors make for significant differences in student functioning irrespective of age. In other words, two students of identical age, but with greatly different educational or auditory rehabilitation history, may be on altogether different levels of learning competence.

The students are grouped into classes of up to 8 or 9 students. Smaller groupings are made when the special needs of the students indicate that a better teacher/pupil or pupil/pupil ratio is necessary. Therefore, some of the groups exhibit more than one learning difficulty as opposed to other groups which are strictly hearing impaired with no other significant learning problem. The REACH Program offers total communication options.

The children are grouped as homogeneously as possible, with consideration of academic ability, communication skills, social level/personality, and age. At the intermediate unit, students change classes for Math and Reading and, in some cases, Language, in order to accommodate differences in ability and thereby facilitate as appropriate an instructional setting as possible for each group.

One other important dimension of the program lies in the extracurricular activities. This is especially important for the hearing impaired child, because of his socialization needs and the fact that he/she does not attend his/her neighborhood school with hearing peers on the block. The school hours plus traveling time often make participation in local community activities not feasible. Therefore, we have found it appropriate to conduct Boy Scouts, Girl Scouts, camping experiences, swimming and bowling activities as part of our students' well-balanced and comprehensive program.

Students mainstreamed into our Resource Room Program follow the curriculum of the regular public school. Mainstreaming is an approach whereby hearing impaired children receive all or most of their instruction in a regular classroom with hearing children. The Resource Room teacher, a trained teacher of the deaf, provides specialized instruction in those areas which require more individual attention or where the hearing impaired child may be experiencing difficulty. The purpose of mainstreaming hearing impaired students is recognized in the following outcome goals: To build upon the student's present communication skills; to develop and extend the student's self-concept; and to broaden the child's academic skills and concepts. Our twenty-one mainstreamed students are presently in classes from first grade through seventh grade. In addition to support in academic tutoring, the hearing impaired students receive help in the special skill areas of speech, language, audition, and speechreading from the hearing specialist in the resource room. The Ridgewood School System serves as the Cooperating District for placement of our resource children. The resource teachers and ancillary personnel are part of the Special Services School District.

The Bergen County Special Services School District-Program for the Hearing Impaired has the services of a full child study team. The team helps maintain contact between teachers and parents, and teachers and sending districts. The team is available to help with specific testing, counseling and referral services as needed by our staff. Part of their service is the constant monitoring of the student's progress and educational program. They assist in all areas of home/school problems, as needed.

Parents are kept informed by notes written in Home/School books, telephone calls, Open House, planned classroom visits, teacher conferences, and report cards which are issued three times a year. Parents receive letters from the Director throughout the year and an end-of-the-year summary of goals and activities. Parents also belong to a very active Parent-Teacher Association, the Special Services Association for the Hearing Impaired, which schedules at least three general meetings during the school year. The Parent-Teacher Association issues a monthly newsletter to parents and staff to keep them informed of events in the program and items of concern.

Sending school districts to the Program for the Hearing Impaired are encouraged to visit their students at least once a year, wherein they can receive first-hand information relative to the progress and/or special problems any of their students are experiencing. The sending districts receive copies of all progress reports and are made a part of teacher/team conference and educational planning.

The Program for the Hearing Impaired has established a policy of permitting college students and allied professionals to visit our program. We also act in a consulting and "speaker" capacity to other districts as well as service organizations interested in the education of hearing impaired students.

The Program serves as a practicum center for student teachers in the education of the deaf from Kean College and Columbia University. Our staff works hard to provide these students with a comprehensive view of the hearing impaired child and to afford many guided opportunities for the student teacher to develop appropriate teaching strategies.

OVERALL GOALS

1. To prepare the hearing-impaired child emotionally, socially, and academically to function to his maximum potential in society.
2. To foster the child's spirit of independence through the utilization and development of the understanding and support within parent, teacher and community resources.
3. To provide the best educational options for each child, thus meeting the individual needs.
4. To develop marketable skills, maximum socialization, and good self-image, with recognition of learner's uniqueness, needs and abilities.
5. To promote an awareness and understanding of the hearing-handicapped in the community.
6. To encourage optimal parental involvement in the educational, social, and emotional development of their child.

BEHAVIORAL/SOCIAL GOALS

Within the potential of each child:

1. To develop an acceptance of and an adjustment to their hearing loss.
2. To modify behavior so that learning may take place.
3. To prepare each student to interact, cooperate, and work as a group member.
4. To develop an improved peer interaction, increased maturity and independence, and age-appropriate behaviors, attitudes, interests and values.
5. To promote optimal health and safety practices.

CURRICULUM/ACADEMIC GOALS

We will provide the following within the potential of each child:

1. To develop reading comprehension and related sub skills.
2. To develop functional use of math concepts and computational skills.
3. To develop an awareness of historical, geographical, and cultural influences on society.
4. To develop an understanding of the Sciences in relation to their environment.
5. To develop and expand expressive and receptive language arts skills.

The Program will plan:

6. To provide speech therapy services for individual students in conjunction with, and in addition to, regular classroom speech curriculum.
7. To develop a comprehensive physical education program.
8. To provide for creative self-expression through movement and an increased aesthetic awareness of dance, drama and music, thereby developing expressive and receptive language as well as physical and emotional integration.
9. To provide opportunities for the student to acquire the ability or the desire to express himself/herself creatively in the arts which will reinforce and develop academic areas and self esteem and will promote an aesthetic appreciation of other people.

COMMUNICATION GOALS

To help each child to:

1. Accept the responsibility for wearing properly functioning auditory equipment at all times.
2. Demonstrate a responsibility for the proper maintenance and care of both personal and school auditory equipment.
3. Learn the names for the parts of his auditory equipment.
4. Develop auditory discrimination skills.
5. Develop auditory memory skills.
6. Attend to the source of auditory or visual information.
7. Develop speechreading skills.
8. Respond to language input and modeling in both unstructured and structured situations.
9. Acquire meaningful vocabulary.
10. Follow oral directions.
11. Realize the importance of speech, and attempt to communicate orally.
12. Develop question forms both expressively and receptively.
13. Develop suprasegmentals, followed by segmental features of his/her speech.

14. Develop an understanding of and responsibility for the usage of specific skills dependent upon the student's individual ability and needs.
15. Develop a variety of sentence patterns which he/she can utilize in given situations.
16. Develop appropriate idiomatic expressions.

MM/no

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SECONDARY HEARING IMPAIRED PROGRAM, GOALS AND OBJECTIVES

The Secondary Hearing Impaired Program, operated by Bergen County Special Services School District, was established to provide a quality academic education for hearing impaired students needing special programming considerations. Students admitted to the S.H.I.P. are enrolled in the Midland Park High School and, upon completion of the prescribed program, will receive a diploma from the Midland Park High School.

Because of the unique relationship between Bergen County Special Services School District and Midland Park High School, the S.H.I.P. sees its primary role to be one of facilitating students' integration into the larger school in a meaningful way. With this philosophy in mind, the S.H.I.P. adopts for its own program the goals established for the Midland Park School District. The goals are in keeping with our own district goals.

Specifically, the student will:

1. Develop skills in reading, writing, speaking, listening, and computation
2. Develop pride in work and a feeling of self-worth
3. Gain a general education
4. Learn how to examine and use information
5. Develop good character and self-respect
6. Develop a desire for learning now and in the future
7. Learn to respect and get along with all people with whom we work and live
8. Acquire job entry level skills and knowledge necessary for further education
9. Learn how to be a good citizen by understanding and practicing democratic ideas and ideals
10. Learn about and try to understand the changes that take place in the world
11. Learn how to be a good manager of money, property and resources
12. Appreciate culture and beauty in the world
13. Practice and understand the ideas of health and safety
14. Understand and practice the skills of family living
15. Learn how to use leisure time

In order to provide the optimum environment for hearing impaired students with the framework of the Midland Park Public School, the Secondary Hearing Impaired Program has established the following process goals. The S.H.I.P. will:

1. Provide adequate staff supplied with sufficient resources to assist and support students' efforts to achieve program goals. An adequate staff will include certified teachers, skilled interpreters, and other specialists in deafness, as needed.
2. Expand the Midland Park high school curriculum to meet the specific educational needs of the S.H.I.P. students, as outlined in each student's I.E.P. Areas of curriculum concentration will include, but not be limited to, self-contained academic instruction and instruction in areas of special need (i.e. speech, living skills, vocational sampling, etc.).
3. Develop and maintain appropriate support service strategies for mainstreamed students.
4. Sensitize others through in-service workshops for faculty, staff, and administration; and through activities for the larger student body.
5. Provide information and assistance to local Child Study Teams responsible for the educational placement of hearing impaired adolescents.